

**THE DIFFICULTIES IN TEACHING ENGLISH TO
THE 4TH GRADE STUDENTS OF ELEMENTARY
SCHOOL IN SD N 02 KEBAK, KEBAKKRAMAT,
KARANGANYAR**



FINAL PROJECT REPORT

**Submitted as a Partial Requirement in Obtaining Degree in the English
Diploma Program, Faculty of Letters and Fine Arts,
Sebelas Maret University**

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**ENGLISH DIPLOMA PROGRAM
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APPROVAL OF CONSULTANT

Final Project report : **THE DIFFICULTIES IN TEACHING ENGLISH TO
THE 4TH GRADE STUDENTS OF ELEMENTARY
SCHOOL IN SD N 02 KEBAK, KEBAKKRAMAT,
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MOTTO

"ALWAYS BE POSITIVE THINKING"

DEDICATION

This final project is proudly dedicated to:

- ☺ My beloved Father
- ☺ My beloved Mother
- ☺ My beloved Sister & Brother

PREFACE

This final project is written by the writer to fulfill the requirement in obtaining the English Diploma Degree. This final project was based on the job training conducted by the writer in SD N 02 Kebak, Kebakkramat, Karanganyar.

This final project is entitled THE DIFFICULTIES IN TEACHING ENGLISH TO THE 4TH GRADE STUDENTS OF ELEMENTARY SCHOOL IN SD N 02 KEBAK, KEBAKKRAMAT, KARANGANYAR. In this final project, the writer describes the difficulties in teaching English. The problem in teaching English can be divided in two categories, namely linguistic problems and non linguistic problems. To solve the problems, the writer has tried several strategies, namely: solution for the linguistic problem and solution for the non linguistic problems.

The writer believes that this final project is far from being perfect. Therefore, the writer nicely welcomes any criticism, comments and suggestions from all the readers for the betterment of this final project.

Finally, the writer wishes that this final project report will have some contribution to the readers.

Surakarta, January 2010

The writer

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Peace be upon to my Prophet Muhammad SAW, the last messenger of Allah, who will be here for all his followers in the life after. The writer realizes that this final project cannot be finished without other people's help, so that the writer would like to say thank those who have supported during the making of this final project, they are :

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Surakarta, January 2010

The writer

ABSTRACT

Harun Prasetyo. 2010. The Difficulties in Teaching English to The 4th Grade Students of Elementary School in SDN 02 Kebak, Kebakkramat, Karanganyar. English Diploma Program, faculty of Letters and Fine Arts, Sebelas Maret University Surakarta.

This final project is written based on the job training which has been done by the writer in SDN 02 Kebak, Kebakkramat, Karanganyar. This final project discusses about the difficulties and the solutions to solve the problems in teaching English to the fourth grade students of SDN 02 Kebak, Kebakkramat, Karanganyar.

The problems in teaching English can be divided in two categories, namely linguistic problem and non linguistic problems. In linguistic problem there is different pronunciation. The students are familiar with Javanese and Indonesian, which have different pronunciation and spelling compared to English. There are four problems in non linguistic problems. Those are classroom management problem, limited time of teaching, problem of students' motivation and problem of limited materials. To solve the problems, the writer has tried several strategies, namely: solution for the linguistic problem and solution for the non linguistic problems.

To improve the quality of English teaching and learning in SDN 02 Kebak, Kebakkramat, Karanganyar, it is suggested that the English teacher should create the suitable technique in improving the students' motivation in learning English. SDN 02 Kebak, Kebakkramat, Karanganyar should also provide the teaching media that are useful to support the English teaching process.

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CHAPTER I

INTRODUCTION

A. Background

As a communication tool, language has become an important aspect of life. By using language, we can communicate with others. Parents teach us with mother tongue as our first language. Then at school, we learn second language, Bahasa Indonesia, our national language.

In this era, another language is very important to learn. English as an International language has been used in many countries in the world. By learning English, we can understand the information from foreign countries. In education, English is the first foreign language that is taught to children in school. As we know, to develop the education especially in language field, Indonesian government encourages Elementary Schools to give English lesson to their students. The program is conducted to the students in this level, in order to learn English intensively and formally.

At present, our country needs more human resources at foreign language field, especially English. Thus, the English diploma Program, Faculty of Letters and Fine Arts in Sebelas Maret University, requires their students to conduct job training in an instance, by applying their knowledge and skills in the real world. Job training program is one of the requirements to get English Diploma Degree.

The writer as one of the English Diploma Program students held the job training as an English teacher in the Elementary School at SDN Kebak 02, Kebakkramat, Karanganyar. The writer taught English lesson to the 4th grade students. The material given has to be appropriate with the elementary students based on the curriculum (KTSP). During the job training, the writer concerned the material given to the students, the difficulties and problems in teaching and learning process and the solutions to solve the problems.

Teaching English to young learners can be very exiting but frustrating. They bored easily with the activities in the class. During the job training, the writer found some

difficulties and problems. Two main problems faced by the writer were making the students understand the material given and handling the attitude of the students during the lesson. The writer arranged a lesson plan for each session in the class which includes activities to get the students' attention. The activities were intended to transfer the material given to the students by showing pictures and giving mark to the most active learner during the lesson. The problems faced by the students in learning English are limited of materials. The students only used a workbook entitled FOKUS as their main source of learning English. Because of the lack of facilities, the writer, and students faced difficulties in teaching and learning English.

Therefore, based on the job training, the topic of this final project is about the difficulties and problems in teaching English to the 4th grade students of elementary school and the way to overcome the problems. This final project report is entitled **“The Difficulties in Teaching English to the 4th Grade Students of Elementary School in SDN 02 Kebak, Kebakkramat, Karanganyar.”**

A. Objectives

Based on the background above, the objectives of this report are:

1. To find out the difficulties faced by the English teacher in teaching English to the 4th grade students of SDN 02 Kebak, Kebakkramat, Karanganyar.
2. To present the solutions to both the teacher and students of SDN 02 Kebak, Kebakkramat, Karanganyar to overcome the difficulties in learning English.

B. Benefits

It is hoped that this final project report would be useful for:

1. Elementary English school teachers

This report is expected to help teachers to improve the way of teaching English in the Elementary school.

2. Elementary school students

This report can help the students to learn English in a better way.

3. The readers

The writer hopes that this final project report can be an additional reference for the readers who are interested in teaching and learning English in Elementary schools.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer will present three main topics related to the title of this final project. Those two topics are teaching learning, and teaching English to young learners. All of the topics will be review in more detailed below.

A. Teaching and Learning

1. Teaching

There are many definitions of teaching. In general, as explained in Oxford Learner Pocket Dictionary, teaching means, “giving instruction to somebody or giving somebody knowledge, skill, etc”.

In order to learn a new knowledge, we all need help from other people who know better than we are. This definition was given by Douglas Brown, “Teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. (Brown, 2001: 7).

Similar definition was also given by Kenneth D. Moore, “Teaching is the action of someone who is trying to assist others to reach their fullest potential in all aspects of development”. (Moore, 1998: 20). This means in teaching activities, teachers are responsible to teach, to guide their students in learning process and to fulfill the goal of learning itself.

Furthermore, to be a good teacher is not easy and simple as imagine. There are some issues that a teacher should have, namely:

- a. A teacher should make his lesson interesting.
- b. A teacher should love his job.
- c. A teacher should have lots of knowledge
- d. A teacher is an entertainer in a positive sense, not in a negative sense.

(Harmer, 1998: 1, 2)

From the definitions above we can conclude that teaching is a process of helping and guiding students by providing knowledge to develop their potential aspects.

2. Learning

Learning is defined as a change of an individual as a result of their experience. These changes come both nature and kinds. “Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice”. (Kimble & Garnezy 1968: 133)

There are some components from the definition of learning, they are:

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

(Brown, 2001: 7)

These concepts can also give the ways to a number of subfields in the psychology of learners: acquisition device in the processes, perception, memory system in the storage, unconscious, and conscious learning style and strategies, theories of forgetting, reinforcement, and the role of practice.

Douglas Brown gives a definition; “Learning is acquiring or getting knowledge of subject or a skill by study, experience, or institution”. (Brown, 2001: 7). This means that learning is not only by studying but also by experiencing something personally or in an institution.

Similar to Brown, according to Oemar Hamalik, “Learning is a process of behavioral changes as a result of experience and training”. (Hamalik, 1989: 60). While Harold Spears in Sudirman AM stated, “Learning is observe, to read, to imitate, to try something themselves, to

listen, to follow direction”. (Sardiman, 1986: 22). Spears gives the definition and the process of learning, and also how to conduct teaching and learning process based on student’s learning style.

In this learning process, we will find cooperative activities between the teacher and students, as sated by Jeremy Harmer, “Learning is a partnership between teachers and students”.

Based on definitions above, we can understand that learning is a process to learn and experience with new knowledge in changes of behavior, both before and after the learning process.

B. Teaching English to Young Learners

Teaching English as second language is completely different from teaching the same material to adult, “To be able to teach children, teachers must understand them”. (Petersen and Hayden, 1961: 44). Each child is different and unique. In the classroom, the teacher has to face them with new knowledge and skills. This is not an easy task, especially for the teacher. As stated by Brown, “Teaching beginners is considered by many as the most challenging level of language instruction”. (Brown, 2001: 101). Furthermore, Brown also stated that children with their fluency and naturalness are often the envy of adults struggling with second languages, children in classrooms may have some difficulties learning second language. Brown underlined the word “classroom” to differ from children who learn second language from other materials, such as parents or family.

There is a big difference between what children of five can do and what children of ten can do. Some children develop early, some later. Five to seven year olds are all at level one, the beginner stage. The eight to ten year olds may also be beginner, or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age group.

There are certain characteristics of the young language learner or five to seven year olds can do at their own level, they are:

- They can talk about what they are doing.
- They can tell you about what they have done or heard.
- They can plan activities.

- They can argue for something and tell you why they think what they think.
- They can use logical reasoning.
- They can use their vivid imaginations.
- They can use a wide range of intonation patterns in their mother tongue.
- They can understand direct human interaction.

Other characteristics of the young language learner, they are:

- They know that the world is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed.
- They understand situations more quickly than they understand the language used.
- They use language skills long before they are aware of them.
- Their own understanding comes through hands, eyes, and ears. The physical world is dominant at all times.
- They are very logical – what you say first happens first.

‘Before you turn off the light, put your book away’ can mean 1. Turn off the light and then 2. Put your book away.

- They have a very short attention and concentration span.
- Young children sometimes have difficulty in knowing what is fact and what is fiction
- Young children are often happy playing and working alone but in the company of others.
- They will seldom admit that they do not know something either.
- Young children cannot decide for themselves what to learn.
- Young children love to play, and learn best when they are enjoying themselves.
- Young children are enthusiastic and positive about learning.

(Scott & Ytreberg, 1990: 2)

Children of five are little children. Children of ten are relatively mature children with an adult side and a childish side. There are some general characteristics of eight to ten year olds, they are:

- Their basic concepts are formed. They have very decided views of the world.

- They can tell the difference between fact and fiction.
- They ask question all the time.
- They rely on the spoken word as well as the physical world to convey and understand meaning.
- They are able to make some decisions about their own learning.
- They have definite views about what they like and do not like to doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- They are able to work with others and learn from others.

(Scott & Ytreberg, 1990: 2)

Moreover, in his book entitled *The Practice of Language Teaching*, Jeremy Harmer stated that, "More than anything else, children are curious, and this in itself is motivating. At the same time their span of attention or concentration is less than that of an adult". (Harmer 1991: 7). Children are very active, they are not only sit and listen to the teachers explanation but also play around "Children need more frequent changes of activities". (Harmer, 1991: 7). It means that children need activities that is exiting and stimulates their curiosity. To handle this problem, Brown sets five practical approaches to teaching children (Brown, 2001 :91 –93). They are:

1. Intellectual development

Up to the age of eleven, children are at the stage called "concrete operations". At this level, children have limitation in rules, explanations and abstract talk. Children are centered "here and now" on the functional purpose of language. The program is conducted in the school to the students in this level, in orders to learn English intensively and formally.

2. Attention Span

Language lessons can be difficult for children; the teacher's task is to make them interesting, and fun. The focus is still "here and now", using variety of activities and animated subject. A

good sense of humor of the teacher can trigger the children's curiosity and maintain their attention and focus.

3. Sensory Input

Children need to have all five senses stimulated; activities should strive to go well beyond the visual and auditory modes.

4. Affective Factors

Children are often innovative in language forms but still have a great many inhibitions. Teachers need to help them to overcome such potential barriers to learning.

5. Authentic, Meaningful Language

Children are focused on what this new language can actually be used for. They are less willing to put up with language that does not hold immediate reward for them.

CHAPTER III

DISCUSSION

In this chapter, the writer will focus on writing the activities that was done during the job training. It was divided into three sub chapters; covering the school and class description, job training activities, and discussion about the activities on job training.

A. Description of SD N 02, Kebak, Kebakkramat, Karanganyar

1. Description of SD N 02 Kebak, Kebakkramat, Karanganyar

SD N 02 Kebak is located in Kebak, Kebak Kramat, Karanganyar. The school is 5 minutes from Solo – Sragen intercity highway, next to SD N 01 Kebak. The school was built on 1962, since then three headmasters had led the school. The recent headmaster, Mr. Salam, S.Pd., has been running the school since 1999. SD Kebak 02 is one of the state elementary public schools.

The school is not one of favorite schools in Kebak. The school is less competitive compared to the neighbouring school, SD N 01 Kebak, in terms of students' administration. The students of SD N 02 Kebak come from medium to low level of economic background. There are only a few students who come from rich families.

The school occupies an area of 2.450 m² area. The school has eight classrooms, a teacher and headmaster office, a computer laboratory, three toilets, a canteen, and two parking area in front of the school. Like the others, the school has a gate, yard, and several trees surrounding it.

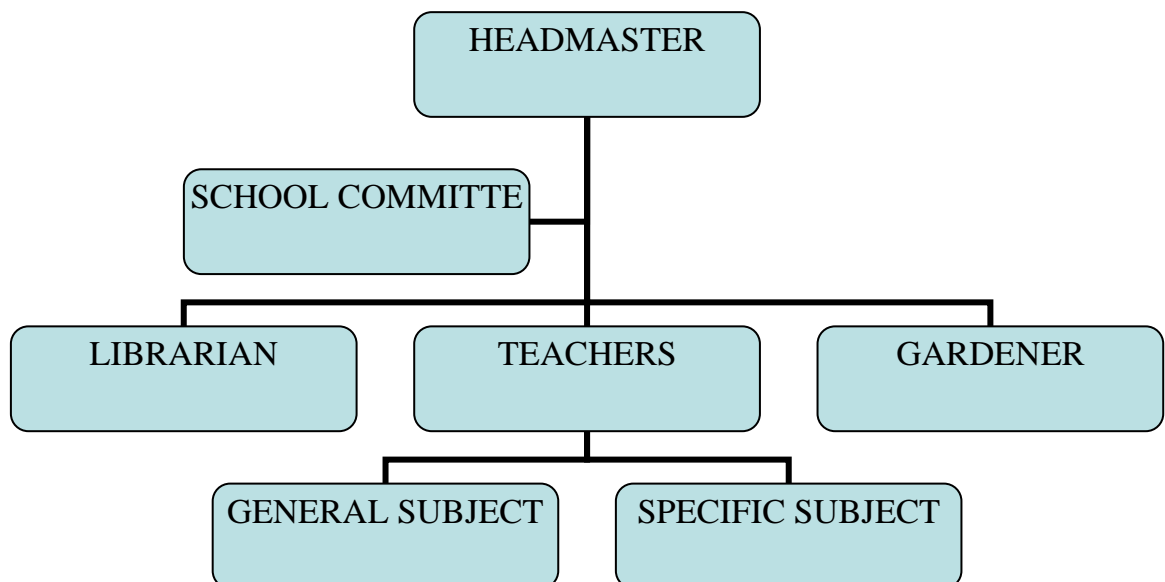
The building is divided into four. The first building is a main building, which is divided into several rooms; second grade classroom, headmaster room, teacher's room and computer laboratory. The second building consists of three rooms; third grade classroom, fifth grade classroom, and sixth grade classroom. Meanwhile, the fourth grade and the first grade classrooms are in the third building. The fifth building is the toilet, which is placed behind the main building.

SD Negeri 02 Kebak has 196 students. There are eleven teachers; six teachers are classroom teachers. Each teacher handles a class and teaches almost all subjects to their students. The other teachers are responsible for teaching particular subjects, such as sport, religions, and English despite of other administration job.

The teaching and learning process in SD Negeri 02 Kebak is held six days a week, beginning from 07.00 am to 12.40 pm in Mondays to Thursday, 07.00 am to 10.35 am in Fridays, and 07.00 am to 12.00 am in Saturdays.

2. School Structural Organization

The headmaster is the leader in the school; who is responsible for all related with the school activities, teaching and learning process, and administration. To do his job, the headmaster is assisted with the vice headmaster. There are six classroom teachers, who are responsible for the learning and teaching of general subjects, class management and administration. The structural organization of SD Negeri 02 Kebak can be drawn as follows:



3. Extracurricular Activities

The extracurricular activities are enjoyable for the students. SD Negeri 02 Kebak has some interesting extracurricular activities as follows:

- a. “Macapat”, singing a traditional Javanese song that is held every Friday at one o’clock in the afternoon.
- b. Scout, for 3rd grade – 6th grade students. It is held twice a week on Tuesday afternoon at 04.00 pm and on Thursdays afternoon at the same time.
- c. “Dokter Kecil”, a look like doctor activities training. The members of “Dokter Kecil” are trained every Saturday afternoon at 02.00 pm.
- d. “Pesantren Kilat”, an Islamic short course that is held during the Ramadan.
- e. Sports; football, volleyball, basketball, and baseball. Those are held every day except Tuesdays and Thursdays at 04.00 pm.

B. Job Training

1. Class Observation

In his job training, the writer made an observation to the situation and condition of the school. This observation includes the facilities, the teaching activities of the classroom teacher and the student’s activities. The aim of this observation was to get any information needed about the school and the class activities, which will be used by the writer to help teaching English lesson to the students.

The English lesson is taught from the 1st to the 6th grade students as a school local content lesson, taught once a week for every class. Each meeting is 60 minutes or two lesson hour. In this job training, the writer focuses on the 4th grade class as the main observation. In the 4th grade, officially, the English lesson is taught every Friday from 09.30 am until 10.30 am.

There are 22 students in the 4th grade class, 11 students are boys and 11 students are girls. This class has basic facilities to support the teaching and learning process, such as eight tables and ten chairs, a blackboard, a set of teacher desk, a clock, a set of cleaning equipment, and a cupboard. It also has a map, an attendance board, and at least fifteen educational pictures hanging on the wall. The tables and chairs are arranged in two rows.

Those tables and chairs belong to twenty-two students. The teacher's table and chair are in front of the class in the right corners.

The classroom is broken because the storm has flown away its roof. The class is still in process of renovation. Its roof is held up by a big bamboo in order to avoid its drop.

In English teaching-learning process, the students use *FOKUS*, a workbook or LKS, as the main material and exercise material. The teacher also uses *Grow with English Book 4* as the main material.

2. Lesson Plan and Material Preparation

To help the writer teach English well, the writer conducted a lesson plan and material preparation. The lesson plan is arranged based on the material given by the English teacher before teaching the students.

By making the lesson plan, the writer found some advantages, namely:

- a. The writer found the way to enrich the material.
- b. The writer could find a way to present the lesson in interesting ways
- c. The writer could measure student's development through exercise and homework.
- d. The writer could arrange and determine next meeting goals based on previous meeting assessment.

In the lesson plan, one topic can be presented more than one time depending on the topic, the student's understanding and also the length of the time. Every lesson plan is focused on one or two of four skills; listening, reading, speaking, and writing.

3. Teaching and Learning Activities

After making the lesson plan, the writer applied it to the class. The allocation time for each meeting is 60 minutes. To begin the lesson, the writer greeted the students first then checked the students' attendance. The writer also asked the students whether there was homework or not. The writer usually started the lesson by giving little warming up or information about the topic which would be learned, then to the main materials.

In explaining the material, the writer often used Indonesian language more than English. English itself is usually used in the form of communicative expression such as

greeting, command, order, etc. Generally, the process of English teaching and learning at the 4th grade class was active enough although there were still some passive students.

C. Discussion

1. Teaching English to the 4th Grade Students

In SD N 02 Kebak, Karanganyar, the English lesson is given from 1st grade students up to 6th grade students. The 4th grade students get English once a week and 60 minutes per meeting and it is not an ideal time to teach English well. For example, the 4th grade students have their English lesson on Friday at 09.15 am after having physical exercise and break. When the writer came in, the students were not ready to receive the lesson. The writer decided to give several minutes until they were ready. The materials, which were taught to the 4th grade, were compiled from *Grow with English* book, *FOKUS* workbook, and other material related. The main book owned by the students was *FOKUS*. In this book, there were 4 units with 4 different themes. Each theme was provided with pictures, vocabularies, and exercises. The pictures helped the students to understand the material. The dialogues were also provided under the pictures to help the students in the context of particular vocabulary. In this book, the materials are completed with exercises. The exercises are provided in the form of multiple choices, matching, completing and arrangement sentences. Most of the questions are completed with small pictures.

2. The Teaching Procedure

The writer has some procedures in order to make the English teaching and learning run well. The following are the procedure of the English teaching and learning activities.

2.1. Presentation

2.1.1. Greeting

Before starting the lesson, the writer greeted the students in English after he entered the classroom. The greeting which is usually done between the teacher and the students as follow:

Teacher : “Good morning students?”

Students : “Good morning Mister.”

Teacher : “How are you today?”

Students : “I am fine, thank you and you?”

Teacher : “I am very well, thank you.”

Then after the greeting, the writer usually asked the students, whether there were any absent students or not.

2.1.2. Warming Up

Before the new material was given and taught, the writer gave warming up related to the material. It is useful to introduce the topic. For example:

Teacher : “Do you have toys?”

Students : “Yes, I do”

Teacher : “What toys do you have?”

Students : “marbles, doll, gun”, etc

Teacher : “Ok, good!”

After giving some questions, the writer told the students that the topic would be discussed was about toys. By doing this, the writer tried to attract the students to be involved to the material.

2.1.3. Explanation

After warming up, the teacher continued to explain the material. First, the writer asked the students to do something using simple English command or order such as “Ok, now get your book from your bag then open page ... “. After that, the writer began to explain the whole materials.

The writer gave a clear explanation and written form on the blackboard. When the writer gave the explanation orally, he repeated the explanation again in order to make the students accept the materials easily.

2.1.4. Exercises

In teaching English, the writer focuses on developing the four skills; namely listening, speaking, reading, and writing.

a. Listening

The materials given in the listening part were practices and questions. The writer gave instructions during the lesson then identified the respond from the students. The instructions given were simple and usually used in the meetings. The example of instructions is “Please, open your *FOKUS* book page 21!” or “Have you done your homework?” The writer then watched the student’s respond and tried to determine whether the students have understood the instruction or not. Students should pay attention to the vocabularies pronounced.

b. Speaking

Teaching speaking is one of the most difficult skills to teach. Most of the students were shy when the writer asked them to speak a particular word in English. Only few of the students could answer the question orally.

In introducing English, the writer also gave example how to pronounce the English words to the students, then he asked the students to repeat the words and each word was pronounced more than twice. Some students made the correct pronunciation and the others were not. Some students made incorrect pronunciations like “brother” as [broter] or [brater] not [bra the(r)].

c. Reading

To introduce reading materials, the writer used dialogues or simple texts to the students. The writer read it first and the students followed it. The students paid attention to the words in the book and the writer wrote the words in the blackboard. The writer also asked the students to read the vocabularies in their books by themselves. Those activities were done in some repetitions and supported by several pictures

d. Writing

The other difficult skill to be practice correctly by the students was writing. There were any differences between pronunciation and writing in English and Indonesian. Here are some activities to develop the skill:

i. Straight copying

The writer wrote words on the blackboard then the students wrote those words in their own books. The students wrote the words repeatedly. The purpose of this activity is to give the student's vocabulary and help the students memorize the word.

ii. Matching

Students were given a simple test to match the words in column A to column B. The students gave the answers by drawing lines.

iii. Jumbled letter

The students have to arrange those letters in to the correct form.

iv. Completing sentences

The students have to complete the sentences with their own words from the vocabularies they had already known.

2. Difficulties in teaching English to 4th Grade Students

The writer found some difficulties in teaching English to 4th grade students. They understand that Javanese, as their mother tongue, and Indonesian, as second language is used mostly at school. English as their third language is used rarely than Indonesian. For the students, English is only a lesson at school. They treated it the same as mathematic or science lessons. They only studied it when the teacher gave them homework. For some students, English is only an extracurricular in the intra curricular hour.

The problem in teaching English can be divided into two categories, namely linguistic problems and non-linguistic problems

a. Linguistic Problems

Different pronunciation is the number one of linguistic problems in teaching English to the 4th grade students. The students are familiar with Javanese and Indonesian, which have different pronunciation and spelling compared to English. The writer has to repeat the pronunciation of English words several times, even though some students pronounce the English word incorrectly.

b. Non-Linguistic Problems

Generally, there are four problems in non-linguistic problems. Those are classroom management, limited time of teaching lesson, the student's motivation and limited of materials.

i. Classroom Management

The 4th grade students have their English lesson on Friday at 09.15 after break. When the writer came in, the students usually were not ready to receive the lesson. The writer decided to give several minutes until they were ready.

The lesson began when the writer asked the students to open their *FOKUS* book; some students said that they did not bring it. The common reason was that they had to go to school early, as the result, they prepared the book in hurry.. This situation could be worse. When the writer asked them about their homework from the previous meeting, they usually said that they forgot to bring their English notebook. The class also became noisy because the students talked each other. To handle this situation, the writer needs more than five minutes.

Some students also like to disturb their friends during the lesson. They did not paid attention to the teacher and they did not do what the teacher asked. Talking each other was the common situation. Some students were talkative but the others were not. Some naughty students made the lesson activities take much time. The writer could not fulfill the lesson goals and he missed the semester goals.

ii. Limited Time of Teaching

In a week, the English lesson only had one session of meeting. The time given for each session was 60 minutes. Although the writer tried to manage the time well and effectively, the time was still limited especially in managing the students. Therefore, the time to explain the material and discuss the lesson became shorter than what was expected before. The writer had to add more meeting time for the same lesson session.

iii. Student's Motivation

The students only learnt English when it was taught at school. It can be seen from their progress in vocabulary, and their willingness to do English tasks and homeworks. The students did not study the previous material at home. In the next meeting session, the students had already forgotten the material from the previous meeting. They only understand and able to do exercises at school.

iv. Limited of Materials

There was no more material found in neither the classroom nor the library. This situation made the English lesson more difficult to learn. The students could not find other learning material except from the teacher. The school has no special equipments for English lesson. The budget for the equipment was limited due to the financial problem. The writer prepared more materials to develop and introduce the vocabularies, which are mostly pictures.

3. The Solution to Handle the Problems

To solve the problems in teaching English to the fourth grade students of SD Negeri 02 Kebak, Karanganyar, the writer should have some strategies to create a better condition in teaching and learning activities.

The writer has tried several strategies, namely:

a. Solution for the linguistic problem

The writer tried to teach the students to pronounce vocabularies all the time. It helps the students to memorize the vocabularies and to pronounce correctly. This strategy was supported by the use of pictures based on the material. When the writer heard students' mispronouncing the vocabulary, he fixed it by telling them the right pronunciation or asked other students who had better pronunciation to help their friend.

b. Solutions for the non linguistic problems

i. Creating Good Classroom Management

The writer could not work by himself to handle this problem. In this situation, the writer needs a good cooperation with the classroom teacher, due to the writer's limited time in class. Discipline is an important aspect. When the students were in the class, they should understand about the time management: when the time for playing is and when the time for studying is. The writer gave some credit points that affected the students' mark if they listened to the writer's explanation. The writer did it in order to encourage the students learning English well.

ii. Managing Time to Teach

The writer had to revise the content of the lesson plans to make it more effective. The writer also had to consider the time to manage the class. By doing these, the writer hoped that learning and teaching process would not be interrupted. A good communication with the classroom teacher was also needed.

iii. Motivating Students to learn English

Encouraging the students' motivation to learn English, the writer used games and pictures to attract the students, although these activities made the students interested in the game rather than the lesson itself. The writer tried to make the students more familiar to use English in daily conversation, at least in the school.

iv. Providing Materials for the Activities in Teaching Learning English

The writer tried to find other tools, such as pictures and objects inside the classroom. By doing this, the students were helped with better explanation and description about English vocabularies.

CHAPTER IV

CONCLUSION AND SUGGESTIONS

A. Conclusions

From the discussion in the previous chapter, the writer draws a conclusion as follows:

1. In teaching English process, it is important to focus on developing four skills; namely listening, reading, speaking and writing.
2. Teaching in Elementary School, especially teaching English to young learners, is not only focusing on explaining the materials but also educating them in order to have good attitudes and behaviors.
3. There are some problems in teaching English. These problems are categorized as linguistic problems and non-linguistic problems.

- a. Linguistic Problems

Pronouncing the vocabulary becomes the major problem faced by the students. They faced some difficulties because English has different pronunciations and sounds from Javanese and Indonesian. Therefore, the students made some mistakes in pronouncing the words. Most of them pronounced those vocabularies as they pronounced Indonesian words.

- b. Non-Linguistic Problems

Generally, there are four problems in non-linguistic problems. Those are classroom management, limited time of teaching lesson, the student's motivation and limited of materials.

- i. Classroom Management Problem

Handling the student's behavior and attitudes was a difficult task for the writer.

ii. Limited time of Teaching

The limited time made English lesson more difficult. English lesson is given once a week and 60 minutes for each meeting. This time allocation became shorter when the writer should handle the student's attitudes during the lesson.

iii. Problem of Students' motivation

Sometimes they made noise in the class, but when it was the time to answer the question, they were completely silent and did not give any response to the questions.

iv. Problem of Limited Materials

The work of the writer became harder because of limited materials

4. The solutions to handle the problems are:

a. Solution for linguistic problem

The students were given more practices in pronouncing vocabulary. It could help the writer to overcome the problem. Therefore, the writer often asked the students directly.

b. Solution for the non-linguistic problems

i. Creating good classroom management

In order to increase students' motivation, the writer used credit point as a reward to stimulate the student's interest. The writer also had communication with the classroom teacher to handle this problem, due to the limited time of the writer.

ii. Managing time to teach

The writer added an extra time for each meeting to handle the disturbing behavior and attitudes of the students.

iii. Motivating students in learning English

Fun and enjoyable English lesson successfully increased student's motivation. The writer also used pictures to attract the student's attentions.

- iv. Providing materials to support English teaching learning activities

The writer tried to occupy pictures and other objects in explaining the materials and also helped the students to get better understanding about the vocabularies they were learning. With pictures, the students became more interested in English.

B. Suggestions

Based on the conclusions above, the writer wants to give suggestions as follows:

1. To the students of SD N 02 Kebak, Kebak Kramat, Karanganyar

The 4th grade students must pay attention to the teacher's explanation. They should do the exercises and homeworks well.

2. To the SD N 02 Kebak, Kebak Kramat, Karanganyar

It is important for the institution to provide various media, such as: English books, pictures, and ostensive means to help the teacher explain the materials easily. It can also help the students learn English better.

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